



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA #  SAS #

**2019-2021 Grown Your Own Grant Program, Cycle 2**

701-18-106-021

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Currently, Hays CISD does not offer students in the Education and Training Cluster an option for earning a paraprofessional certification.	Utilize grant funds to offer students in the Education and Training CTE Cluster the Para-Educator Online Training through The Master Teacher online resource.
Campuses with high poverty rates in Hays CISD have teachers with less teaching experience than campuses with low poverty rates.	Recruit teachers from the paraprofessional certified staff to seek teacher certification using grant funds to increase the level of experience of new teachers.
The district has vacancies that need to be filled by certified educators.	Utilize grant funds to develop current paraprofessionals into certified teachers and persons with relevant degrees to become certified teachers in areas of need.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Schools with high poverty rates in HCISD have an average of 8.489% of teachers with no teaching experience, less than its' average of 3.263% of teachers with no teaching experience teaching in its' low poverty schools.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. Offer the paraprofessional certification to students in the Education and Training Clusters offered at each high school through the CTE program.
2. Develop recruitment plan to attract and retain students to become paraprofessionals; and paraprofessionals to become certified teachers for the district.
3. Recruit and manage applications for tuition reimbursement program for individuals seeking teacher certifications.
4. Utilize the Hays CISD content resource website to house the two original master lessons per year within the Education and Training curriculum so the district instructional coach can highlight best practices for PD.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. At least 10% of students in the Education and Training Clusters will earn paraprofessional certifications.
2. At least 5% of new paraprofessional hires for Hays CISD will be a product of the Grow Your Own grant project.
3. At least 10% of new teacher hires for Hays CISD will be a product of the Grow Your Own grant project.

**Third-Quarter Benchmark**

Schools with high poverty rates in HCISD will have teachers with higher levels of experience that are equal to or greater than schools with low poverty rates in HCISD.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

1. The number of students enrolled in the Education and Training Cluster will increase by 5% each year due to program growth, interest and capacity to exit with certification.
2. At least 10% of students enrolled in the Education and Training Cluster will earn a paraprofessional certification. Tutoring and additional resources will be provided if the success rate is not achieved.
3. Job vacancies for paraprofessional positions will decrease by at least 5% each year as highly-qualified persons become recruited from the Grow Your Own grant program. Additional marketing and recruitment opportunities will be utilized to encourage successful participation.
4. Job vacancies for teacher positions will decrease by at least 5% each year as certified teachers complete their alternative certification program or teacher certification with Bachelor's degree and become recruited from the Grow Your Own grant program.

Measureable Data Sets: Attrition rates, participation rates, Texas Equity Plan, program completion rates, certification exams passed, internal job-fair opportunities and vacancies.

Adjustment Strategies: Recruitment activities, professional development support/tutoring, test preparation, textbooks, media releases of opportunities, Career On Wheels Day, Job Fairs, TTESS appraisals.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

Hays and Lehman also have the opportunity to extend their learning through regional and state competitions with Texas Association of Future Educators (TAFE). Over the years, our students have successfully represented the district winning state level accolades. Accomplishments are shared on our social media platforms to bring awareness to the opportunities our students have in Hays as well as, recruit future students to the Education and Training pathway. Our teachers of the Education and Training program, and TAFE sponsors have done a great job building the program, providing rigorous competition opportunities and developing students into future educators.

Hays CISD career and technology department makes teaching and learning relevant, hands-on and exciting for students. CTE courses integrate academics in rigorous, relevant and exciting ways. We base CTE curriculum on current industry standards inclusive of the Education and Training cluster. We provide opportunities for students to earn state and national industry standard certifications and licensure and want to expand our offerings to include the paraprofessional certification to students at each high school. As a norm, our department provides students with skills to gain entry-level employment in a high-skill, high-wage job and/or to continue their education. Now, with grant support, we can specifically grow our own professionals to enhance the lives of both students and educators.

Our program support includes college and career readiness counselors, instructional coaches and an internship coordinator on top of several highly qualified and dedicated industry specific teachers. We already offer the Education and Training Career Cluster, but will expand the program offerings with the certification component.

The teachers for the Education and Training courses are evaluated through the Texas Teacher Evaluation and Support System. Student achievement scores on state-level examinations (STAAR/TELPAS/EOC) and successful attainment of certifications are considered part of the evaluation process. Teachers who receive performance levels of distinguished, accomplished or proficient in T-TESS, are attaining goals set in the Goal-Setting and Professional Development (GSPD) process, and have students who are achieving at least one year's growth on state-level examinations are considered as having effective practices. Specific to the evaluation, there is great value in the professional relationship between student and teacher. With that said, T-TESS Dimension 3.3 – Classroom Culture; T-TESS Dimension 3.1 – Classroom Environment, Routines and Procedures is a dimension used to determine the level of "student engagement" in a course. Teachers who receive a "proficient" rating or above are considered to lead a mutually respectful and collaborative class of actively engaged learners in a classroom that is safe, accessible and efficient. The teachers that oversee this program at Hays CISD are highly qualified educators that build not only the program, but relationships in their students to become future educators. Hays CISD will hold informational sessions and distribute helpful materials in order to recruit candidates into the program. Principals and supervisors will be invited to help identify candidates as well. Hays CISD will focus on recruiting candidates to pursuit certifications in identified hard-to-staff areas such as Bilingual, Math, Science and Special Education. In order to enhance the diversity of the teacher applicant pool, Hays CISD will recruit candidates that represent the student demographics of the district. Hays CISD will utilize an application process in order to select the candidates who will participate in the program. Applicants will need to demonstrate involvement in school activities, a commitment to completing their degree and/or certification requirements and a positive recommendation from their supervisor.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

Each year, Hays CISD offers the Career on Wheels recruitment fair in which all incoming 8th graders are introduced to course offerings with industry professionals. Additionally, the district utilizes Navigating Your Future, career counselors, the 100% Hays campaign and a fully outfitted college and career readiness center at each high school to recruit and grow our programs. CTE specifically has an internship coordinator that monitors course enrollment and program growth. Geographically, we are located next to Austin Community College and in between Texas State University and the University of Texas in Austin from which we recruit many of our teachers. Our district has 52% of our students on free-reduced lunch; therefore, educational opportunities that have certifications attached to them are critical cost savings for our workforce to have successful growth.

The district will develop an application process for substitutes and paraprofessionals seeking teacher certification. The application will be submitted by firm deadlines posted at the time of announcement of the opportunity. Eligibility requirements will be set based on years of service and proficiency on previous appraisals. A selection committee will be used to select awardees. The application will include a copy of the applicant's degree plan. For the purpose of this assistance program, the cost of up to two classes a semester will obligate the employee for one semester immediately following the semester in which the benefit was received. The District will reimburse the employee, or upon request, pay the approved university on behalf of the participating employee, for tuition, fees, and books for up to two classes per semester. The amount of tuition and fees eligible for reimbursement or payment will be based on the tuition and fee schedule from the accredited University.

The assistance for participants is limited to the number of hours required to complete the degree plan submitted with the application. To remain eligible for this assistance program, the participant may not receive a grade of less than a B for any course in which the District assisted in payment of tuition and fees. Re-entry into the assistance program after receiving a grade of less than a B as described above falls within the discretion of the approval of the committee. Participants must submit an official transcripts to the Human Resources Department within 30 days of the completion of the course(s) to be eligible for continued assistance under this program. Any sum of money received through this assistance program to pay for tuition and fees may be considered taxable income of the participant and the District may calculate said sum of money when figuring withholdings. Each selected participant must sign a Paraprofessional Education Assistance Program Promissory Note and agree to its terms and conditions for each semester he or she desires to participate in this assistance program

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019	2	X \$6,000 =	\$12,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
<b>Total Request for Pathway 1</b>			\$12,000

**PATHWAY TWO**☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	20	X \$5,500 =	\$110,000
Number of candidates pursuing both a bachelor's degree and a teacher certification	20	X \$11,000 =	\$220,000
Request for Pathway 2			\$330,000
Request for Pathway 1			\$12,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			\$342,000

**PATHWAY THREE**☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Tuition reimbursement for completed coursework	\$320,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**


**SUPPLIES AND MATERIALS (6300)**

Textbooks	\$10,000

**OTHER OPERATING COSTS (6400)**

Course Registrations	\$12,000

Total Direct Costs \$342,000

Should match amount of Total Request from page 8 of this application

Indirect Costs \$11,566**TOTAL AMOUNT REQUESTED** \$353,566

Total Direct Costs plus Indirect Costs

## Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

### Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Career and Technology Education courses are designed to provide students with the skills needed to enter today's workforce. Hays CISD provides students with rigorous and relevant instruction to help them succeed in our high-demand, high-skilled working environment of the 21st century. Students apply academic skills along with their technical skills in the CTE classroom. Career and Technology Education can provide students with a chance to explore various career options and provide them with enhanced earning potential while continuing their education. Many Hays CISD courses are articulated with Austin Community College which means students can earn college credit while in high school at no cost to them. Our challenge is to stay relevant and current in our ever changing society. Hays and Lehman also have the opportunity to extend their learning through regional and state competitions with Texas Association of Future Educators (TAFE). Over the years, our students have successfully represented the district winning state level accolades. Accomplishments are shared on our social media platforms to bring awareness to the opportunities our students have in Hays as well as, recruit future students to the Education and Training pathway. Our teachers of the Education and Training program, and TAFE sponsors have done a great job building the program, providing rigorous competition opportunities and developing students into future educators.

Hays CISD career and technology department makes teaching and learning relevant, hands-on and exciting for students. CTE courses integrate academics in rigorous, relevant and exciting ways. We base CTE curriculum on current industry standards inclusive of the Education and Training cluster. We provide opportunities for students to earn state and national industry standard certifications and licensure and want to expand our offerings to include the paraprofessional certification to students at each high school. As a norm, our department provides students with skills to gain entry-level employment in a high-skill, high-wage job and/or to continue their education. Now, with grant support, we can specifically grow our own professionals to enhance the lives of both students and educators.

Our program support includes college and career readiness counselors, instructional coaches and an internship coordinator on top of several highly qualified and dedicated industry specific teachers. We already offer the Education and Training Career Cluster, but will expand the program offerings with the certification component. **Principles of Education and Training** is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area. **Child Development** is a technical laboratory course that addresses knowledge and skills

related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. **Instructional Practices** is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Grant funds will be utilized to supply the required uniform. **Instructional Practices** is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Grant funds will be utilized to supply the required uniform. **Extended Practicum in Education and Training** is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Education and Training Career Cluster. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

The teachers for the Education and Training courses are evaluated through the Texas Teacher Evaluation and Support System. Teachers who receive Proficient or above on all dimensions of T-TESS will be considered as having effective teaching practices. Student achievement scores on state-level examinations (STAAR/TELPAS/EOC) and successful attainment of certifications are considered part of the evaluation process. Teachers who receive performance levels of distinguished, accomplished or proficient in T-TESS, are attaining goals set in the Goal-Setting and Professional Development (GSPD) process, and have students who are achieving at least one year's growth on state-level examinations are considered as having effective practices. Specific to the evaluation, there is great value in the professional relationship between student and teacher. With that said, T-TESS Dimension 3.3 – Classroom Culture; T-TESS Dimension 3.1 – Classroom Environment, Routines and Procedures is a dimension used to determine the level of "student engagement" in a course. Teachers who receive a "proficient" rating or above are considered to lead a mutually respectful and collaborative class of actively engaged learners in a classroom that is safe, accessible and efficient. The teachers that oversee this program at Hays CISD are highly qualified educators that build not only the program, but relationships in their students to become future educators.

Hays CISD will hold informational sessions and distribute helpful materials in order to recruit candidates into the program. Principals and supervisors will be invited to help identify candidates as well. Hays CISD will focus on recruiting candidates to pursuit certifications in identified hard-to-staff areas such as Bilingual, Math, Science and Special Education. In order to enhance the diversity of the teacher applicant pool, Hays CISD will recruit candidates that represent the student demographics of the district. Hays CISD will utilize an application process in order to select the candidates who will participate in the program. Applicants will

need to demonstrate involvement in school activities, a commitment to completing their degree and/or certification requirements and a positive recommendation from their supervisor.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

According to the Texas Equity Study, schools with high concentrations of minority students and students living in poverty have higher percentages of inexperienced teachers than schools with low concentrations of students living in poverty. The Grow Your Own grant program can provide the resources to support equity at Hays CISD. According to the 2016-2017 TAPR report, our student demographics are disproportionate with our teacher demographics with only 27.6% of our teachers being Hispanic while 64% of students are Hispanic. And, with more than 52% of our students on Free/Reduced Lunch, providing a pathway with a certification is a valuable resource that can immediately benefit a graduate by allowing them employability as well as an opportunity to continue in the profession by pursuing a teacher certificate. With a focused data set of demographics and student achievement, campus counselors and CTE staff can recruit students to not only be part of the program, but also the staff in years to come.

Strategies that will be utilized in unison with the human resource staff, as well as the Education and Training Program staff can include, but are not limited to: Strengthen current selection/hiring processes by engaging principals and other relevant staff in developing protocols for hiring effective teachers that will decrease the equity gap; and, continue to support the development and implementation of T-TESS to provide leadership opportunities to teachers and local education leaders at high poverty/high minority campuses.

Each year, Hays CISD offers the Career on Wheels recruitment fair in which all incoming 8<sup>th</sup> graders are introduced to course offerings with industry professionals. Additionally, the district utilizes Navigating Your Future, career counselors, the 100% Hays campaign and a fully outfitted college and career readiness center at each high school to recruit and grow our programs. CTE specifically has an internship coordinator that monitors course enrollment and program growth. Geographically, we are located next to Austin Community College and in between Texas State University and the University of Texas in Austin from which we recruit many of our teachers. Our district has 52% of our students on free-reduced lunch; therefore, educational opportunities that have certifications attached to them are critical cost savings for our workforce to have successful growth.

Hays CISD will hold informational sessions and distribute helpful materials in order to recruit candidates into the program. Principals and supervisors will be invited to help identify candidates as well. Hays CISD will focus on recruiting candidates to pursuit certifications in identified hard-to-staff areas such as Bilingual, Math, Science and Special Education. In order to enhance the diversity of the teacher applicant pool, Hays CISD will recruit candidates that represent the student demographics of the district. Hays CISD will utilize an application process in order to select the candidates who will participate in the program. Applicants will need to demonstrate involvement in school activities, a commitment to completing their degree and/or certification requirements and a positive recommendation from their supervisor.

The district will develop an application process for substitutes and paraprofessionals seeking teacher certification. The application will be submitted by firm deadlines posted at the time of announcement of the opportunity. Eligibility requirements will be set based on years of service and proficiency on previous appraisals. A selection committee will be used to select awardees. The application will include a copy of the applicant's degree plan. For the purpose of this assistance program, the cost of up to two classes a semester will obligate the employee for one semester immediately following the semester in which the benefit was received. The District will reimburse the employee, or upon request, pay the approved university on behalf of the participating employee, for tuition, fees, and books for up to two classes per semester. The amount of tuition and fees eligible for reimbursement or payment will be based on the tuition and fee schedule from the accredited University.

The assistance for participants is limited to the number of hours required to complete the degree plan submitted with the application. To remain eligible for this assistance program, the participant may not receive a grade of less than a B for any course in which the District assisted in payment of tuition and fees. Re-entry into the assistance program after receiving a grade of less than a B as described above falls within the discretion of the approval of the committee. Participants must submit an official transcripts to the Human Resources Department within 30 days of the completion of the course(s) to be eligible for continued

assistance under this program. Any sum of money received through this assistance program to pay for tuition and fees may be considered taxable income of the participant and the District may calculate said sum of money when figuring withholdings. Each selected participant must sign a Paraprofessional Education Assistance Program Promissory Note and agree to its terms and conditions for each semester he or she desires to participate in this assistance program.

**Question 3 (*required only if awarding stipends for dual credit Education and Training teachers*): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Not applicable.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Hays CISD will hold informational sessions and distribute helpful materials in order to recruit candidates into the program. Principals and supervisors will be invited to help identify candidates as well. Hays CISD will focus on recruiting candidates to pursuit certifications in identified hard-to-staff areas such as Bilingual, Math, Science and Special Education. In order to enhance the diversity of the teacher applicant pool, Hays CISD will recruit candidates that represent the student demographics of the district. Hays CISD will utilize an application process in order to select the candidates who will participate in the program. Applicants will need to demonstrate involvement in school activities, a commitment to completing their degree and/or certification requirements and a positive recommendation from their supervisor.

The district will develop an application process for substitutes and paraprofessionals seeking teacher certification. The application will be submitted by firm deadlines posted at the time of announcement of the opportunity. Eligibility requirements will be set based on years of service and proficiency on previous appraisals. A selection committee will be used to select awardees. The application will include a copy of the applicant's degree plan. For the purpose of this assistance program, the cost of up to two classes a semester will obligate the employee for one semester immediately following the semester in which the benefit was received. The District will reimburse the employee, or upon request, pay the approved university on behalf of the participating employee, for tuition, fees, and books for up to two classes per semester. The amount of tuition and fees eligible for reimbursement or payment will be based on the tuition and fee schedule from the accredited University.

The assistance for participants is limited to the number of hours required to complete the degree plan submitted with the application. To remain eligible for this assistance program, the participant may not receive a grade of less than a B for any course in which the District assisted in payment of tuition and fees. Re-entry into the assistance program after receiving a grade of less than a B as described above falls within the discretion of the approval of the committee. Participants must submit an official transcripts to the Human Resources Department within 30 days of the completion of the course(s) to be eligible for continued assistance under this program. Any sum of money received through this assistance program to pay for tuition and fees may be considered taxable income of the participant and the District may calculate said sum of money when figuring withholdings. Each selected participant must sign a Paraprofessional Education Assistance Program Promissory Note and agree to its terms and conditions for each semester he or she desires to participate in this assistance program.

#### **OPTIONAL Shared Services Arrangement (SSA)**

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

<b>Fiscal Agent</b>	<b>County-District Number</b>
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